







**Performance Report Card**  
**Public Education Department**  
**Fiscal Year 2010, 3rd Quarter**

**Performance Overview:** The function of the Public Education Department is to provide program and fiscal oversight to school districts. The department provides licensure for teachers as well as flow-through of federal funds and grants to the districts. The department continues to improve upon several performance measures from FY09. However, audit findings and flowing federal funds to the districts remains a concern. The department should consider revising several measures to better reflect their overall mission, as these measures do not indicate performance on the goals for education articulated in the department's strategic plan. The department should include measures related to closing the student achievement gap in all subgroups identified by No Child Left Behind, the number of schools that make AYP, safe and healthy school environments, and access to and application of technology for student learning. The department should also consider reporting how school districts are budgeting and expending funds to ensure that resources are spent on students, and whether district audits are filed when due, as FY11 marks the first year SEG funds may be withheld for untimely audits. Additionally, as many measures are reported annually, quarterly reporting may not be appropriate for the department.

Public Education Department		Budget: \$15,996.4	FTE: 331.8	FY09 Actual	FY10 Target	Q1	Q2	Q3	Q4	Rating
1	Percent of No Child Left Behind adequate yearly progress designations publicly reported by August 1st*			100%	100%	100%	Reported Annually	Reported Annually		
2	Percent completion of the data warehouse project (cumulative)*			100%	75%	100%	Not Collected	Not Collected		
3	Percent of teachers passing all strands of professional dossiers on the first submittal*			N/A	85%	Reported Annually	Reported Annually	Reported Annually		N/A
4	Percent of teachers adequately informed and trained on the preparation of the licensure advancement professional dossiers			81%	95%	Reported Annually	Reported Annually	Reported Annually		N/A
5	Percent of bureaus in five core areas (data collection and reporting, assessment and accountability, special education, capital outlay school budget and finance analysis) meeting the public education department's customer service standards*			67%	85%	94.8%	Reported Semi-Annually	Reported Semi-Annually		
6	Percent of customers interacting with the public education department who report satisfaction with their telephone communications with the department			92.5	97%	95%	Reported Semi-Annually			
7	Average processing time for school district budget adjustment requests, in days (direct grants)			4	7	4	4	4		
8	Average processing time for school district budget adjustment requests, in days (flow-through funds)			18.8	7	23.6	21.5	18.5		
9	Annual percent of core academic subjects taught by highly qualified teachers, kindergarten through twelfth grade			98.2%	100%	Not Collected	95.6%	9		Y
<b>Program Rating</b>				Y						Y

**Comments:** There is an ongoing concern about the ability of the department to process and track data accurately using the STARS data warehouse. STARS is 100 percent in production as funded, but current efforts will be implemented in a phased approach at the district level and then onto the schools as funds permit. Phase 3 of the data warehouse project has received limited funding and planned enhancements and additions are being implemented as funds are appropriated. Phase 3 is dependent on the department's federal grant application for funding, results of which are expected in June. Approximately \$4.5 million additional funding is needed to bring STARS up to speed with data reporting. A special appropriation of \$700,000 was made to PED for the operation and management of STARS. In addition to concerns about STARS functioning as a warehouse as opposed to an analytical tool, the department should increase its effort to show districts how to use this information to improve student achievement.

The data for teachers passing all strands of professional dossiers on the first submittal is collected in August 2010. The department anticipates the data will be analyzed by September 2010. The department should also consider reporting data on the number of qualified teachers teaching their subject.

The department has shown quarterly improvement for the average processing time for school district budget requests related to flow-through funds; however, it does not appear that the FY10 target will be met.

\*Denotes House Bill 2 measure

**Performance Report Card  
Public School Support  
Fiscal Year 2010, 3rd Quarter**

**Performance Overview:** The Public Education Department released its annual report of student achievement on August 3, 2009 highlighting a dismal four-year cohort graduation rate of 60.3 percent for freshman entering high school in 2005 and graduating in 2008. This number does not include students that left school and received a GED, moved out of state, or are still enrolled in high school. Beginning in FY10, New Mexico is implementing the first of a five-year cohort graduation rate. The five-year cohort methodology is an extension of the four-year methodology that allows students graduating in the summer following their cohort graduation as well as students finishing their fifth year of high school to be counted in the graduation rate for the cohort. The 2008 school year is the first year the five-year cohort has been reported, increasing the graduation rate by 5.9 percent from 60.3 percent to 66.2 percent, though still indicating the need for programs that keep kids in school. Both reporting methodologies will delay cohort graduation rate reporting by more than a year.

New Mexico students show an encouraging upward trend in math and reading achievement. Over the last five years, the percent of students who are proficient or above has increased 11 percent overall in math and 5 percent overall in reading. The percent of students proficient or above in math showed increases for all grades in 2009. Eight grade math scores have almost doubled over the last five years, posting gains of 19 percent. The targets for eighth grade math should be increased. The percent of students proficient or above in reading increased in every grade except eighth grade in 2009, though eighth grade still shows the largest increase over the past five years at 10 percent. Some concern remains with fourth grade performance as proficiency levels appear to be relatively flat over the same five year period. In spite of these gains, the achievement gap continues to widen for most subgroups, and is largest for economically disadvantaged students, reminding policy makers that much work remains.

Despite generally increasing proficiency rates, the department reports an increasing number of schools failing to make AYP and being designated as schools in need of improvement. Based on assessment results from SY09, 68.3 percent of all schools failed to make AYP. Since 2005, the number of schools failing to make AYP has increased 15.5 percent. As a result of not making AYP, 508, or 62.0 percent of all schools are in the school improvement cycle for SY10, an increase of 32 percent over the past 5 years, and an additional 74 schools since SY09. Much of this increase is a result of more schools entering the school improvement cycle for the first time or coming off of delay status for not meeting AYP in consecutive years. While the number of schools that are in the school improvement cycle continues an upward trend, it is important to note that there are schools that are succeeding at rising out of school improvement.

Increasing time-on-task and extending learning opportunities increase learning opportunities for students. Time-on-task is the time a student spends in the class room actively engaged in learning. While there is some positive correlation between time-on-task and student achievement, simply increasing the amount of time available for instruction is not enough to achieve learning gains. Time allocated for instruction must be appropriate, effective and meaningful. Extended learning programs are used nation wide from pre-kindergarten to twelfth grade to provide students with a range of programs that provide academic enrichment beyond the traditional school day or school year. Extended learning opportunities are designed to complement state established core curriculums. Increasing the time students are focused on learning, whether through extended school days or years, and increased time on task, can be used as a strategy to decrease the achievement gap and provide increased and additional learning opportunities for struggling students. The department should consider enhancing teacher understanding of time-on-task through high-quality professional development opportunities. The department should also consider making extended learning opportunities available for students, whether

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through higher education partnerships, community partnerships, or district offered programs.

Public School Support accounts for little less than half of the state's budget with limited accountability because most data are collected and reported annually and as a statewide composite, making it difficult to assess progress by districts in achieving results during the year. To address this, the Legislature should consider implementing a statewide short-cycle assessment that is reported to the department at least three times a year. Over 70 districts already use one of at least nine short cycle assessments. These assessments are not designed to assess proficiency, but can be used to assist in making instructional decisions and also to indicate student growth within a school year. An additional benefit to intermediate reporting of student growth would be to help the department determine how to better support schools.

Public School Support		Budget: \$2,304,703.0	FY09 Actual	FY10 Target	Q1	Q2	Q3	Q4	Rating
1	Percent of fourth-grade students who achieve proficiency or above on standard-based assessments in reading*		51.8%	65%	Reported Annually	Reported Annually	Reported Annually		N/A
2	Percent of eighth-grade students who achieve proficiency or above on the standards-based assessments in reading*		62.0%	65%	Reported Annually	Reported Annually	Reported Annually		N/A
3	Percent of fourth-grade students who achieve proficiency or above on the standards-based assessments in mathematics*		42.0%	50%	Reported Annually	Reported Annually	Reported Annually		N/A
4	Percent of eighth-grade students who achieve proficiency or above on the standard-based assessments in mathematics*		42.4%	40%	Reported Annually	Reported Annually	Reported Annually		N/A
5	Percent of recent New Mexico high school graduates who take remedial courses in higher education at two-year and four-year schools*		50.2%	40%	Reported Annually	Reported Annually	Reported Annually		N/A
6	Current year's cohort graduation rate using four-year cumulative method*		60.3%	60%	Reported Annually	Reported Annually	Reported Annually		N/A
Program Rating			Y						Y

Comments: For FY10 little or no data is available as most measures are reported annually. Though representing little less than half of the budget, it may be prudent to exempt public school support from quarterly reporting as no data is available for analysis.

**Closing the Achievement Gap:** The achievement gap continues to persist in New Mexico, with Caucasian and Asian students out-performing African American, Native American and Hispanic students. The department and districts continue to address the achievement gap with policies, programs and practices; however, the department does not currently report any performance measures for any of these groups of students. Further, to truly assess the achievement gap, the department should additionally report results for economically disadvantaged and non-economically disadvantaged groups as recommended in recent LFC program evaluations.

**K-3 Plus:** Approximately 7000 students from 92 different schools participated in the K-3 Plus program during the 2008-2009 school year, more than double the amount that participated the year before. The program extends the school year 25 days in high-poverty schools in an attempt to narrow the achievement gap between economically disadvantaged groups and non-economically disadvantaged groups. The department should include K-3 Plus tracking in the STARS system and track and report data related to K-3 Plus student performance on assessments.

		FY09 Actual	FY10 Target	Q1	Q2	Q3	Q4	Rating
7*	Annual percent of core academic subjects taught by highly qualified teachers, kindergarten through twelfth grade*	98.2%	100%	N/A	95.6%	96.9%		
Program Rating								

Comments: **Teacher Quality:** With the implementation of three-tier licensure, it is expected that the percent of classes taught by highly qualified teachers would continue to improve to the No Child Left Behind (NCLB) requirement of 100 percent. Statewide, schools are improving the numbers of highly qualified teachers teaching classes, moving toward 100 percent. Because a large number of teachers from external sources such as Teach for America and Save the Children are used by some districts in the state, achieving the 100 percent goal will be difficult. Generally, these are high-quality teachers but they lack the certification and training required to be considered high quality under NCLB.

\* Denotes House Bill 2 measure

NOTE: The data for proficiency is 4<sup>th</sup> and 8<sup>th</sup> grade data reported on August 2, 2010.

